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ABSTRACT

The call for accountability in higher education has resulted in a demand for the effective use of scarce resources and institutional survival is affected. Since the vitality of an institution is the true measure of its strength, all decisions, including cost-based ones, should be made in terms of their effect on morale and motivation. Faculty, by the very nature of the educational enterprise, are not only at the center of the operation, but are involved in much of the most critical management activity. As such, there can be no effective implementation of decision nor optimum cost-effectiveness apart from their voluntary support. The major task of the educational administrator is to organize faculty participation, develop the sort of climate and provide the resources and tools to make it effective. Efforts at Eastern College in teaching management skills and providing management tools to the faculty, staff, and administration are reported. The objective is to improve communication and through the teaching of management skills, make possible more effective participation in the decision-making process. (Author/LBH)

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THE HUMAN DIMENSION:
BALANCING PEOPLE NEEDS AND RESOURCES

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ABSTRACT

Accountability is an idea whose time has come for higher education. In addition to the moral imperative inherent in the effective use of scarce resources, there has been added the survival dimension. The lion's share of education's resources are its people, particularly its highly educated faculties.

The vitality of an institution is the true measure of its strength and morale is at the essence of this institutional inner aliveness. For this reason, all decisions, including cost-based ones, should be made in terms of their effect on morale and motivation.

Faculty, by the very nature of the educational enterprise, are not only at the center of the operation, they are, in effect, involved in a good deal of the most critical management activity. As such, there can be no effective implementation of decision nor optimum cost-effectiveness apart from their voluntary support.

The major task of the educational administrator is to organize faculty participation, develop the sort of climate and provide the resources and tools to make it effective. Eastern College is teaching management skills and providing management tools to the faculty, staff, and administration. The objective is to improve communication and through the teaching of management skills, make possible more effective participation in the decision-making process.

THE HUMAN DIMENSION:
BALANCING PEOPLE NEEDS AND RESOURCES

Accountability, bottom-line, retrenchment, and even consumerism, are words frequently heard on the college campus today. And, some are saying, "It's about time", for in addition to the moral imperative, inherent in the effective use of scarce resources, there has been added the survival question. However, the lion's share of education's resources are not in plant and equipment but in people, with a special focus on its highly educated faculties. Conservation of these human talents and skills have to be viewed within the context of higher levels of morale and motivation.

As we approach the 80's, there will be an increasing demand for those uncommon leadership skills that can balance accountability and wise stewardship on the one hand with the renewal of people resources and institutional vitality on the other. Fresh and imaginative approaches on how to maintain this delicate balance are in order. There is clearly a need for more institutional research that focuses on the morale and drive of faculty in a time of budget reductions, retrenchment and a decreasing demand for certain kinds of educational services. My report is, in effect, an outline of some of the morale and people-vitality issues and one college's people-oriented research project.

The balancing act: Quality vs costs

What happens when costs confront quality? At such times is there a greater concern for efficiency than for effectiveness?

Will the ends determine the means or will the means become the ends? This is where "the rubber meets the road". What is clearly needed is academic quality at a lower cost. All discussion on educational quality must be viewed within the context of less, not more, resources and the public's concern to get their "money's worth".

Times have changed and consumerism has invaded the halls of learning. Some programs and courses will be eliminated. Hard decisions have to be made and, if we may believe the forecasters, the hardest are yet to come. All this is to say that the demands for efficiency will lead to more, not less, formal organization and more line administrators. This is due to a great extent to the complexity of structures, the varied functions of higher education and external forces beyond the university's control.

The Carnegie Report (1972) foresaw "this greater degree of centralization of authority" (p. 21). The cost of this administrative efficiency is in part, a shift of more authority to the administration. However, there may be a 'trojan horse' in all this focus on efficiency and rearrangement of the power base. It is due, in part, to the simplistic notion that effectiveness can be determined solely or even primarily by the criteria of efficiency. We know that teaching effectiveness is not merely a matter of cost per student credit-hour or class size. As someone has noted, it is better to be fifty feet from a good teacher than five feet from a poor one. Also, decision-making is not an

isolated function. Implicit in the process of decision-making, including priority setting and the way business is conducted, is the more accurate reflection of what really counts. Similarily, the tendency to dictomize financial and academic interests fail to square with the interrelations of both. They are not disjoined: they do not function as isolated pieces.

It is in the equilibrium that our salvation is to be found. Maintaining the delicate balance of the consumer's cost-conscienceness on the one hand and academic quality with faculty needs on the other, will require uncommon administrative skills. The administrator must be the first to see the possible pyrrhic victory in too great an administrative power. As Millett (1978) notes: "The administration can easily defeat its crucial functions if its powers are so persuasive that the faculty is denied its power to participate or if the administration begins to see itself 'as a supreme echelon' in a hierarchy of authority" (pp. 33,34).

The relationship among the varied groups is complex and often conflicting. Too much focus on the fiscal base can lead to lower morale and deterioration of academic quality with a consequent loss of institutional vitality on the other. Too great an emphasis on faculty and student interests and needs may result in short term decisions at the expense of effective long range decision-making. What is clearly in order is leadership skills which can hold in proper equilibrium academic quality and institutional vitality with cost-effectiveness and

well-managed institutions.

Cost-effectiveness: not by statistics alone

This balance of institutional vitality and cost-effectiveness will depend on the voluntary and disciplined support of the faculty. In effect, there can be no optimum cost effectiveness apart from faculty involvement and support. One may get cost-efficiency but not cost-effectiveness. This is the delusion that thinks of accountability in statistical terms of class size, teaching loads, office hours and other details of faculty assignments. Important as this data is, it fails to reckon with the central role of faculty in teaching and research. Even in industry, there is a growing acceptance of the notion that a good deal of the pace and sphere of a job is under the will and motivation of the individual worker. McGregor (1966) calls attention to an even more significant effect of too close a supervision which denies the employee an opportunity to solve problems and experience a sense of accomplishment. For industry, the end result may be a "kind of sabotage of management's control system in which 'beating the system' is a widely played game in which intrinsic rewards are highly motivational" (p. 205). All this is to say that the details of faculty work are not nearly as important as the drive of the faculty. The route to cost-effectiveness must lead to a greater sense of self-discipline and responsibility in the use of resources. Both faculty and administration must want to act in the interests of the institution as a whole.

Aside from the motivational implications of cost control is the simple fact that the key position for cost control are those closest to the day-to-day cost-based decisions in terms of class size, courses to be offered, personnel, equipment and supplies. Roach (1976) estimates that 80% of all administrative decisions take place at the departmental level. Millett et al. calls the department the "primary mangement unit of the college or university" (p. 260). In reality, it is the faculty that spend the larger share of the institutional dollar for they control or significantly influence teaching loads, courses, class size, admissions, grades, degrees, research projects, their own work loads and the educational product.

Institutional vitality - the real issue

The number one problem facing higher education is not the bottom line; it is institutional vitality. As Robert Hutchins noted: "The whole business about a university and about education can be summed up in a question: Has the institution vitality? Is anything going on? Is there anything exciting about it? This is the only test of a good university" (quoted in Hefferlin's Dynamics of Academic Reform, (1969). The vigor of an institution is related to the morale of the people who compose it. As such, human relations is not an optional feature, for the institution's life and mission depends on the motivated behavior of its people. In effect, the bottom line approach that is heavy on equipment and the keeping of figures and line items in neat repair may

mislead us. All too often internal audits do not report the waste of human time and abilities, resulting from poor and poorly timed decisions, and decisions that have a negative effect on morale.

Human oriented thinking measures effectiveness in human terms. Decisions, change, and action are judged in terms of their impact on people. A particular value is assigned not only to systems and economic requirements but to human needs as well. This human value is measured in terms of understanding people, what motivates them and what they see as problems. Effectiveness in this area requires the ability to apply psychological insights to educational administration. It is characterized by the spirit of understanding, the skill of empathy and the acceptance of the validity and place of the emotional climate composed of the complex but challenging behavioral patterns of people.

Morale and motivation and tools

The issue of institutional vitality, inextricably linked to morale and motivation, is critical if for no other reason than that recent studies point to a deterioration in faculty morale. Reasons cited range all way from immobility, student attitudes, economic concerns, to a loss of confidence in institutions of higher education. What is clearly at issue here is faculty morale and motivation. Given the centrality of the faculty in the educational enterprise, the morale issue is worthy of further research.

What do we know about motivation and how much of the behavioral scientists theoretical formulations are applicable to the specific and unique needs of our highly educated faculties? Many industrial managers have come to accept the extrinsic factors of salaries and fringe benefits as being little more than temporary motivaters. It is in the intrinsic factors of achievement, recognition and control over one's destiny that we are told to look for more lasting motivational influences. Within this latter group, achievement and recognition are held to be key motivaters.

One place to look for intrinsic motivational potential is in the decision-making process. All too often decision-making is evaluated solely on the basis of efficiency. This perception is narrow and confining, being concerned primarily with the efficiency of the process. There are other dimensions of equal importance not to be overlooked. The process by which a decision is made can serve as a method of educating those who participate and are affected by it. The interaction of those involved can have a shaping influence on their actions and styles. McGregor et al. views this as primary. "The values in 'participation' as a tactic of management do not lie merely, or even primarily, in the fact that people like to be consulted about decisions affecting them. It is that participation, when it is sincere and genuine, which is an open recognition of the interactional character of influence" (p. 215).

The process of decision-making, including the way decisions are made and the attitude of those involved toward each other, is in itself a reflection of the spirit of the institution. Quite often this invisible mood or climate is more feeling than fact. This is not to minimize its crucial role for quite often it is this atmosphere that tilts attitudes, efforts and feelings toward the positive or negative. In short, more important than flow charts, statutes, titles, and regulations is this community awareness of how things are perceived and understood before, during, and after the fact. The way decisions are made can pump life-giving blood into the catalog statements about the values of free inquiry, openness, integrity and rational discussion. The study of Alice and Melvin Seeman (1976) links involvement in decision-making to the quality of the educational function proper.

In all of this, we are saying that decision-making can be an important motivational tool. First, seeking another's opinion is a way of communicating respect for insight, an important form of implied recognition. Both understanding and motivation are improved when those who must implement decisions have a voice in the decision-making process. Not only is there an acceptance of accountability for results, there is also a clear understanding both of the impact and implications of decisions. There is a commitment to making it happen.

Probably more significant for colleges and universities is the relationship between control over one's destiny and one's

self-image. Preston G. McLean and Katherine Jillson (1975) note that "the most important contribution to self-respect is that one's opinions are asked for and valued" (p. 11). Two developments that have influenced faculty self-respect have converged, unwittingly, at the worst possible time. First, a variety of pressures have placed the president, and a good deal of decision-making, a greater distance from the faculty. As a result, faculty sense that their destiny is slipping out of their grasp. Administrative offices and functions have multiplied, even on the smaller campuses, leading to a greater degree of centralization. Many faculty interpret these administrative efficiency efforts as well-designed plans to increase administrative power at the expense of the faculty. In short, faculty sense that they have less and less control over the institutions that affect their lives and a lack of influence on the organization's decision-making.

The other ominous sign is brought on by declining enrollments and a shift of student interest in majors and courses. As a result, many faculty in the traditional liberal arts areas, see their mobility blocked finding themselves trapped in present positions. The absence of alternatives is a source of frustration and can be destructive of the individual's self-respect. All this is to say that one possibility for building faculty self-respect is through greater participation in the decision-making process. This involvement is more critical now

for it can help shore up faculty self-respect and promote better understanding for the hard decisions that have to be made. Likert (1967) underscores the importance of viewing one's work as that kind of experience which contributes to a "sense of personal worth and importance; one which increases and maintains his sense of significance and human dignity" (p. 48).

What must be clearly understood is that ineffective participation will worsen the situation. Confidence is enhanced through effective accomplishment; it can be lost through ineffective involvement. It is not simply allowing for the opportunity to become involved; it is creating the kind of supportive atmosphere and providing the tools that will assure its success. To summarize, the governance process can be designed so as to maximize effectiveness in decision-making while serving, at the same time, as a useful educational and motivational tool.

Faculty participation: it has to work

The question is not, should there be faculty participation in decision-making, but how can it best be affected. Not only is it needed for educational effectiveness; it is now a primary and essential motivational tool. Mason et al. saw "governance, not money," as the "key to the present day crisis of universities" (p. 64). In fact, it may be one of the most readily available ways to counteract the demotivating influence of larger administrations and job immobility. The irony is that the very forces that make this faculty involvement desirable, also makes it more difficult to attain.

It is a well known fact that many faculty do not view participation in governance as a wise investment of time. They reason that it takes too much time, committee work is boring, and faculty opinions make little difference in the final decision. Many administrators agree that it's time consuming, and that it's a less efficient way to make decisions and solve problems. However, evidence does not indicate an inherent deficiency in the group and committee structure. In fact, groups have been effective problem-solving mechanisms. What is crucial to effective faculty involvement, is a commitment on the part of both the faculty and administration to making it work. It has to be regarded, not merely as a symbolic or therapeutic gesture, but one of essential importance and one in which faculty opinions are highly regarded and duly considered. Faculty participation should be included in promotion and tenure criteria. Relevant data must be available with a provision for adequate staff and secretarial assistance. Care will be taken not to drown valuable faculty time in trivialities nor to treat faculty thinking as a "toy" to be accepted or ignored at will. Painstaking and time consuming efforts will often be characterized by delays and arguments. The pace will be slower and involve more work on the part of all parties.

Since faculty involvement in decision-making is central to cost-effectiveness, institutional vitality and effective implementation of decisions and academic quality, one of the administrator's chief tasks is to change faculty attitude toward

participation coaching them into effective involvement. Mason et al. has a dictum for the administrator; it is "persuade or perish" (p. 35). The reluctance to assume responsibility may be due to unfavorable experience with earlier attempts. Such failure often results from lack of training and tools.

Management in academia or "a rose by any other name"

The time has come to face the reality of management type activity within the academic structure, with particular emphasis on the academic department. After listing the many studies that underscore the vital role of the academic department, Millet et al. observes: "Yet somehow the managerial function of academic departments continues to escape general understanding and appreciation" (p. 26). It may well be that the awareness of the true nature of this activity and the corresponding need for management training is the key to a new quality of administration-faculty governance. Indeed, if the balance is to be maintained, a more effective technique for enhancing faculty power is in order.

The solution is not to be found in less faculty involvement, nor in separation of the financial and academic interests, nor through greater administrative efficiency with more formal structures and line administrators. For the faculty, it cannot be as Millet et al. observes: "business-as-usual nor is it simply a matter of reaffirming the faculty voice in academic and faculty affairs" (p. 254). More effective techniques are required to

express this voice. Structures and tools are needed that will make for more effective, intensive collaboration and higher levels of cooperation. Called for are new imaginative ideas and fresh approaches to a long standing problem that open up new options. Lincoln, in his day, called for this kind of fresh thinking and action on the basis that "the dogmas of the quiet past are inadequate to the stormy present". Those of us in higher education are facing new situations which call for creative thinking. There is an untapped potential solution which a fresh invigorating look may discover.

One approach: teach management skills

One possible approach would be to find an effective way to enhance the conceptual and decision-making skills of our highly educated faculties. If the faculty in the classroom and research labs are carrying on the real business of education, could they be taught management skills? Since we're probably not going to scrap the system and start all over, why not spend more time on improving performance within the structure? If the teacher and researchers are really "on top" and know what the production is all about, so be it. So long as faculty and departmental chairpersons are called upon to do management type activity, the solution may be to make available training in planning, motivation, and interpersonal skills. Perhaps the focus on the dissimilarities between educational structures and those of business, government and the military has been too narrow. As

Millet et al. notes: "the differences in structure and productivity should not obscure the fact of management activity in the structure" (p. 262). After all, educators should be the first to welcome ideas that have validity without regard for their source. In fact, a good deal of the behavior sciences' knowledge of motivational nature of people finding acceptance in business had its origin in educational research. The same could be said for consumerism and related developments in the marketplace.

There are those like Graham(1976), who are rightfully concerned about the prospect of more colleges and universities turning to business, banking, government and military for leadership talent. Unless education can get its home in order, this is a likely prospect. Millett et al. calls for a "new commitment to management" and predicts that "the future of higher education rests with its management" (p. 263,264).

What kind of management program?

The objective is to design a management program that will provide the faculty, particularly the departmental chairpersons, with improved management skills. The end result should be better decisions, more effective implementation, optimum cost-effectiveness, high levels of morale, and an improved campus climate for learning. What is needed is an approach to management development that is immediately understandable, practical and operational. The professor of chemistry does not need an advanced degree in management theory in order to become a more effective departmental administrator. The popularity of "how to" books on a

variety of subjects evidence a respect for practical operational shortcuts to improving one's skills.

Proximity to the college environment is important, particularly in allowing the learner to apply newly acquired insights to the task at hand. Also, it is easier to teach and learn in a context that is familiar and vividly pertinent to realistic use. The course should minimize lectures, reading, and written assignments. Time is always critical but more so where the activity is not viewed as being of primary concern. A faculty member is little different in this regard than any other busy adult who is reluctant to re-enter the classroom, study written materials and write research papers on any subject other than their area of specialization.

A management course must be easily adapted to the unique and specific requirements of colleges and universities. Certain management methods that work well in the industrial environment, in which they were developed, are not readily transferable to the educational institution. However, concepts and practices that are valid and adaptable ought to be welcomed whatever their source. Finally, if the program could be taught to faculty and administration, it would serve as a catalyst, bringing together the thinking of these two components. This would have the effect of giving the playbook to all the members of the team. Communication would be improved by bridging the gap between faculty and administration with a common language.

At Eastern College, a management program called Model-Netics[1] is being taught to faculty, administration and staff. The course is made available to all on the assumption that all members of the team can benefit from having the same playbook. This is to say that whatever the nature of the individual's job responsibilities, there is a need and desire to know how decisions are made, who makes them, and where a particular job fits into the total picture.

The program features of Model-Netics make it particularly adaptable to the unique needs of a college. First, it deals mainly with the basic concepts of management which have been distilled out of the mass of literature. Using the multidimensional approach, it brings to bear on management activity the results of research in the area of behavioral sciences, communication, planning, delegation and leadership. The course is designed around the model concept which functions as a packaging device for management concepts, making them easier to learn, retain, but also as a memory jogger promoting instant recall. Through analogies, illustrations and applications familiar to the individual's framework of reference, basic management concepts and skills are taught to people at all levels of the organization. The model memory technique, with a focus on basics, makes possible improvement of management skills with a minimum of time investment and work. The full management course can be taught in 20 to 30 classroom hours. Management theory is not only made understandable; it is

[1]Model-Netics is the trademark of Main Event Management Corporation.

translated into operational tools. Some of the models are basically perceptual and others represent practical approaches to action.

Since September, 1976, Model-Netics has been taught to the administrative personnel, including secretaries, student leadership, and a select group of faculty representing twelve departments. Early results indicate more thorough reporting procedures, and improved communication both in speed and accuracy. Faculty evaluations call attention to using delegation, motivation, and planning tools in designing courses, time management and classroom teaching. Committee deliberations have benefited from improved problem-solving and decision-making techniques. It is too early to assess the long term impact of Model-Netics. The present prognosis is positive and most encouraging.

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